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ABSTRACT

This third report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

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# Language Research In Progress : 3

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# Language Research In Progress

REPORT NO. 3 JUNE 1966

A Cross-Referenced List of

Documented Language Research Projects

Current December 1965 - June 1966

PREFACE

This third Report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. The Preface to Report no. 2 (December 1965) summarized the background and scope of this project. The classification system continues to be revised and improved.

How LRIP works

So that scholars and other interested persons may be aware of current work, LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The main body of information is stored at the Center for Applied Linguistics in numbered document files, which are accessible through a "collectanea", a card-file of research summaries under four different headings. The "abstracts" are filed by subject category, and this subdivision makes up Part I of this Report. They are also filed alphabetically by researcher and institution; these two subdivisions together make up Part II. The cards are also filed in numerical order, numbers being assigned arbitrarily as new projects are added; this subdivision makes up Part III. When a project is finished, its abstract, which has been continuously updated according to information received, is transferred to a "completed research" file. Visitors to the Center for Applied Linguistics are invited to use both document and card files.

Services offered to LRIP users

LRIP is fully aware that a listing of titles is not always useful of itself. Investigators need much more information. LRIP'S abstract service provides it. All users may request abstracts of any of the research projects reported in this document. Abstracts may be requested by project number, by name of investigator, or by category listing. Abstracts of completed research may also be requested.

Documentation of research in progress

LRIP can provide such information only to the extent that it is made available by investigators. Much current research remains unlisted for lack of information sufficient to enable us to write an abstract, which must make clear to others the goals, methods, and current progress of the project in question. This is why we earnestly request investigators: (1) to continue to send us supporting documents, including copies of funded proposals, progress reports, reprints or other background material; (2) to report new research or to update continuing research, using the enclosed project description form and prepaid reply envelope.

Unfunded, private research

LRIP is interested in all language-related research, whether formally funded or not. We are aware that it is often difficult for scholars to document their efforts in a field of continuing interest, characterized by interim productivity unencumbered by fixed time schedules. It is suggested, however, that LRIP users study the enclosed project description form carefully. The information solicited by this form can suggest ways of reporting private research not ordinarily conceived as a "project".

We welcome comments and suggestions from users on all aspects of LRIP.

Alfred S. Hayes

Joy Varley

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USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) lists main and sub-categories and cross-references, including the Thesaurus. It should be borne in mind that these categores are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 17) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 25) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

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XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

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## PART III

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| 13 | Ilse Lehiste<br>Division of Linguistics<br>Ohio State University, Columbus | Research in general acoustic phonetics |
| 23 | Gordon E. Peterson<br>Communication Sciences Lab.<br>University of Michigan, Ann Arbor | Studies in Speech Analysis and Synthesis |
| 24 | Harold A. Rashkis<br>Eastern Pa. Psychiatric Inst.,<br>Philadelphia | Course and process of language acquisition (A study of the acquisition of English syntax) |
| 26 | Mieko S. Han<br>Dept. of Asian Studies<br>University of Southern California | Acoustic phonetics of Asian Languages |
| 31 | George L. Trager<br>Dept. of Anthropology<br>State Univ. of N.Y. at Buffalo | Study of the cultures (and languages) of certain Pueblo Indians |
| 32 | Thomas A. Sebeok<br>Indiana Univ., Bloomington | Current trends in Linguistics |
| 40 | Gordon M. Day<br>National Museum of Canada, Ottawa | Abenaki Dialects |
| 42 | Gaston E. Blom<br>Univ. of Colorado Med. Center,<br>Denver | A content analysis of and children's responses to first grade readers in the United States and foreign countries |
| 46 | Charlotte Huck<br>College of Education<br>Ohio State Univ., Columbus | Critical reading ability of elementary school children |
| 47 | Francis J. Di Vesta<br>Education-Psychology Center II<br>Penn. State University | 1. Studies in verbal processes<br>2. Verbal mediation in children's learning preferences |
| 48 | Doris R. Entwisle<br>Dept. of Electrical Engineering<br>Johns Hopkins Univ., Baltimore | Analytic studies of children's word associations<br>A. Word Associations of Negro and White children of the inner city (Baltimore)<br>B. Developmental Sociolinguistics |
| 51 | Egan A. Ringwall<br>Dept. of Psychology<br>State Univ. of N.Y., Buffalo | Behavioral correlates of infant vocalizations |
| 57 | Mary Finocchiaro<br>Dept. of Education<br>Hunter College, N.Y.C. | Bilingual readiness during earliest school years |
| 60 | K.E. Oberholtzer<br>Denver Public Schools | A study of the effectiveness of beginning the teaching of reading in kindergarten |

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| 62 | Edward B. Jenkinson<br>Director, Curriculum Study Center<br>Indiana Univ., Bloomington | English open to all junior and senior high school students--an English curriculum study center |
| 66 | William D. Sheldon<br>Director Reading Center<br>Syracuse Univ., New York | A center for demonstrating the teaching of reading to students in grades 7 - 12 |
| 67 | William D. Sheldon | A comparison of the effect of instruction using basal readers, phonics materials, and linguistic readers on the reading ability of 1st-grade pupils |
| 73 | Walter Loban<br>School of Education<br>Univ. of California, Berkeley | Language ability, grades 7 - 12 |
| 75 | Uriel Weinreich<br>Dept. of Linguistics<br>Columbia University, New York | Semantic structure of natural languages |
| 76 | Uriel Weinreich | Geographic differentiation in co-territorial societies |
| 78 | Martin Deutsch, et al.<br>Inst. for Developmental Studies<br>New York Medical College | The Verbal Survey |
| 80 | Norman Sam<br>Dept. of Education<br>Lehigh Univ., Bethlehem, Pa. | Structural analysis of the written composition of intermediate grade children |
| 82 | Philip J.C. Dark<br>Dept. of Anthropology<br>Southern Ill. Univ., Carbondale | A survey for ethno-aesthetic research in the territory of Papua and New Guinea |
| 83 | Carl Bereiter<br>Inst. for Research on Exceptional Children, Univ. of Ill., Urbana | Acceleration of intellectual development in early childhood (an academically-oriented preschool for culturally-deprived children) |
| 84 | Joe E. Pierce<br>Dept. of Anthropology<br>Portland State College, Oregon | The survey and description of languages which are nearing extinction in Oregon |
| 86 | Russell Maeth & Wm. T. De Bary<br>Dept. of Oriental Studies<br>Columbia Univ., New York | The development of materials for high school study of Chinese |
| 87 | Stanley Lieberson<br>Dept. of Sociology<br>Univ. of Wisconsin, Madison | Demographic analysis of linguistic pluralism: linguistic and ethnic residential segregation in Montreal |
| 90 | David P. McAllester<br>Dept. of Anthropology<br>Wesleyan Univ., Middletown, Conn. | Analysis of Navajo ritual |
| 91 | Martin Deutsch, et al.<br>Inst. for Developmental Studies<br>New York Medical College, N.Y. | The communication of information in the elementary school classroom |

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| 92 | Charles B. Huelsman, Jr.<br>Dept. of Psychology<br>Ohio State Univ., Columbus | The effect of vision training upon the subsequent reading achievement of fourth grade children |
| 93 | Ross M. Jewell<br>State College of Iowa, Cedar Falls | The effectiveness of college-level instruction in freshman composition |
| 96 | Elizabeth H. Rusk<br>Dept of English & Education<br>Michigan State Univ., E. Lansing | Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English |
| 98 | Robert C. Pooley<br>English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison | A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12 |
| 102 | Paul Garvin<br>Bunker Ramo Corporation<br>Canoga Park, California | A study of fulcrum techniques of language analysis |
| 103 | G. Reitz<br>Bunker Ramo Corporation | Computer aided research in machine translation |
| 114 | Patrick Suppes<br>Inst. for Math. Studies in the Social Sciences, Stanford Univ. | Application of learning theory to problems of second-language acquisition with particular reference to Russian |
| 115 | Theodore L. Harris<br>Research in Basic Skills Lab.<br>Univ. of Wisconsin, Madison | An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs |
| 122 | J.R. Whitman<br>V. A. Hospital<br>American Lake, Washington | Factors influencing free recall learning |
| 124 | Clyde E. Nobie<br>Dept. of Psychology<br>Univ. of Georgia, Athens | Verbal learning and individual differences |
| 125 | David J. King<br>Dept. of Psychology<br>Albion College, Michigan | Experimental and normative studies in verbal learning |
| 126 | John R. Hayes<br>Decision Sciences Lab.,<br>Hanscom Field, Bedford, Mass. | An investigation of the solution of simple logical problems |
| 127 | Peter L. Derks<br>Dept. of Psychology<br>College of Wm. & Mary<br>Williamsburg, Va. | Stimulus and response in two stages of learning |
| 130 | Sheldon M. Ebenholtz<br>Dept. of Psychology<br>Connecticut College, New London | Serial effects of variable inter-item intervals |
| 132 | D.G. Ellson<br>Dept. of Psychology<br>Indiana Univ., Bloomington | Programmed tutoring of elementary reading |

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| 134 | Richard E. Schutz<br>Arizona State Univ., Tempe | Experimental analyses of early reading behavior |
| 138 | C.B. Ferster<br>Institute for Behavioral Research<br>Silver Spring, Md. | The psychobiological investigation of the development of new verbal behavior (research and development of second language teaching programs in English, Vietnamese and German) |
| 140 | Frederick H. Kanfer<br>Dept. of Medical Psychology<br>Univ. of Oregon Medical School,<br>Portland | 1. Verbal behavior determinants: vicarious learning and its applications in psychotherapy<br>2. Verbal behavior determinants: study of self-reinforcement<br>3. Verbal conditioning: current status |
| 141 | Martin Deutsch, et al.<br>Inst. for Developmental Studies<br>New York Medical College | The Telephone Study: verbal behavior of children with reading and language difficulties |
| 144 | D.S. Boomer<br>Lab. of Psychology<br>Nat. Inst. Mental Health, NIH | Psycholinguistic investigations of speech encoding |
| 148 | Charles N. Cofer<br>Dept. of Psychology<br>Penn. State University | Learning, retention and recovery of meaningful material |
| 150 | George Mandler<br>Dept. of Psychology<br>Univ. of Calif., San Diego<br><br>Endel Tulving<br>Dept. of Psychology<br>Univ. of Toronto | Organization and structure in verbal learning and memory |
| 151 | James G. Martin<br>Dept. of Psychology<br>Chico State College, Calif. | Variables in verbally mediated learning |
| 153 | Arnold Mechanic<br>Dept. of Psychology<br>Alameda State Coll., Hayward, Cal. | Response activities and the letter-sequence integration of verbal units |
| 156 | Sheldon Rosenberg<br>Dept. of Psychology<br>Geo. Peabody Coll. for Teachers<br>Nashville, Tenn. | Linguistic structure as a variable in verbal learning |
| 172 | David Arenberg<br>Gerontology Branch<br>City Hospitals, Baltimore | Verbal learning and age |
| 176 | James J. Asher<br>Dept. of Psychology<br>San Jose State Coll., Calif. | 1. Development of a theoretical model for programmed learning of languages<br>2. Total physical response to foreign language stimuli |
| 177 | James F. Voss<br>Dept. of Psychology<br>Univ. of Pittsburgh | Probabilistic verbal learning |

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| 180 | Norman E. Spear<br>Dept. of Psychology<br>Rutgers Univ., New Brunswick, N.J. | Contiguity and mediation in verbal learning |
| 184 | Fred Schwartz<br>Austin Riggs Center<br>Stockbridge, Mass. | Studies of association |
| 198 | Joseph Applegate<br>Univ. of Calif., Los Angeles | Role of sound films utilizing animation and graphic images in foreign language instruction |
| 200 | Charles O. Frake<br>Dept. of Anthropology<br>Stanford University | Language, cognition and ecological adaptation |
| 204 | John De Francis<br>Institute of Far Eastern Studies<br>Seton Hall Univ., So. Orange, N.J. | Chinese readers and texts for secondary schools |
| 209 | Henry W. Hoge<br>Dept. of Spanish<br>Univ. of Wisconsin, Milwaukee | The syntax of contemporary Brazilian Portuguese |
| 210 | Henry W. Hoge | An elementary course in Brazilian Portuguese: oral intensive teaching materials |
| 216 | Laurence C. Thompson<br>Dept. of Far Eastern & Slavic Languages<br>Univ. of Washington, Seattle | Linguistic relationships within the Salish family |
| 219 | Howard Lee Nostrand<br>Dept. of Romance Languages<br>Univ. of Washington, Seattle | Background data for the teaching of French |
| 225 | Aaron S. Carton<br>Dept. of Education<br>City University of New York | To complete research and experimentation on procedure to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention |
| 226A | Martin Deutsch,et al.<br>Inst. for Developmental Studies<br>New York Medical College | Reading research: The Reading Prognosis Test |
| 226B | Martin Deutsch,et al. | The effects of psychoactive agents on remedial reading performance |
| 226C | Martin Deutsch,et al. | The role of visual and auditory efficiency in reading |
| 226D | Martin Deutsch,et al. | The effectiveness of training retarded readers in the auditory perceptual skills underlying reading |
| 226E | Martin Deutsch,et al. | Research on pre-reading skills using a computerized typewriter |
| 226F | Martin Deutsch,et al. | The Remedial Reading Program |

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| 240 | Y.R. Chao<br>Dept. of Oriental Languages<br>Univ. of California, Berkeley | Readings in spoken Chinese |
| 257 | Roger W. Wescott<br>Wilson College, Chambersburg, Pa. | Phonesics: The analysis of audible non-verbal communication |
| 258 | John Flavell<br>Institute of Child Development<br>Univ. of Minn., Minneapolis | Research with children |
| 259 | Slater Newman<br>Dept. of Psychology<br>Univ. of N. Carolina, Raleigh | Factors affecting learning and performance on paired-associate, serial and free-recall tasks |
| 260 | C.B. Ferster<br>Inst. for Behavioral Research<br>Silver Spring, Maryland | Arithmetic behavior in chimpanzees |
| 261 | Gerald Newmark<br>Systems Development Corp.<br>Santa Monica, Calif. | Research in programmed instruction in Spanish with 7th-grade students |
| 262 | Theodore Mueller<br>Dept. of Modern Languages<br>Univ. of Akron, Ohio | 1. French by programmed learning<br>2. Revision of above course<br>3. Programmed instruction in teacher retraining |
| 263 | Peter B. Warr<br>Dept. of Psychology<br>Univ. of Sheffield, England | Communication to the public |
| 264 | Edmund B. Coleman<br>Dept. of Psychology<br>Texas Western Coll., El Paso, Texas | Improving the comprehensibility of material |
| 266 | Julius Laffal<br>Psychology Service<br>V. A. Hospital, West Haven, Conn. | Research in the Psychology of language |
| 267 | Wilbert S. Ray<br>Cognitive Operations Lab.<br>Bethany Coll., West Virginia | Functional Fixedness |
| 269 | Norman N. Markel<br>Communication Sciences Lab.<br>Univ. of Florida, Gainesville | Research on speech and personality |
| 271 | John Morton<br>Applied Psychology Research Unit<br>Cambridge, England | Elaboration of a functional model for human language behavior |
| 282 | Don E. Dulany<br>Dept. of Psychology<br>Univ. of Illinois | Verbal operant conditioning |
| 283 | Israel Goldiamond<br>Inst. for Behavioral Research<br>Silver Spring, Maryland | 1. Study of interviews (therapeutic and interrogative) by operant conditioning methods<br>2. Stuttering and fluency as manipulable operant response classes |

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| 284 | George F. Mahl<br>Yale Univ. School of Medicine | Studies in expressive aspects of speech and gestures |
| 285 | Eugene A. Nida<br>American Bible Society<br>New York | Theory and practice of translating |
| 286 | Lyle V. Jones<br>Univ. of N. Carolina, Chapel Hill<br>Joseph Wepman<br>Speech & Language Clinic<br>Univ. of Chicago | Psycholinguistic methods for classifying aphasia |
| 287 | Edward Crothers<br>Inst. for Math. Studies in the Soc. Sciences, Stanford Univ. | Presentation orders for items from different categories |
| 289 | Anthony L. Vanek<br>Dept. of Russian<br>Univ. of Arizona, Tucson | Research in phonology, phonetics, contrastive phonology, multilingualism, Czech and Russian |
| 294 | W. Nelson Francis<br>Dept. of English<br>Brown Univ., Providence, R.I. | Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss. |
| 296 | James W. Ney<br>English Language Center<br>Michigan State Univ., E. Lansing | A linear numerical coding of linguistic units for distributional study |
| 297 | Murray Glanzer<br>Dept. of Psychology<br>New York University | Verbal-Loop Hypothesis |
| 303 | Dennis J. Buttimore<br>North Jersey Training School<br>Totowa, N.J. | Improvement of language skills in retarded children |
| 307 | Ernst G. Beier<br>Dept. of Psychology<br>Univ. of Utah, Salt Lake City | Perception of non-verbal properties of speech |
| 310 | James C. Hardy<br>Dept. of Speech Path. & Audiology<br>State Univ. of Iowa, Iowa City | 1. A study of the physiology of speech breathing<br>2. Auditory reactions of the neonate |
| 311 | Robert A. Chase<br>Stanford Univ. Medical School | Objective evaluation of palatopharyngeal function |
| 312 | Franklin S. Cooper, et al.<br>Haskins Laboratories, New York | Research program on dynamics of speech articulation |
| 314 | Hallowell Davis & Ira J. Hirsh<br>Central Institute for the Deaf<br>St. Louis, Mo. | 1. Auditory communication and its disorders<br>2. Physiology of hearing |
| 316 | Donald Dew<br>Communications Sciences Lab.<br>Univ. of Florida, Gainesville | Perception and formant measurement of inflected vowels |

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| 317 | Allen E. Edwards<br>Dept. of Psychiatry<br>Univ. of So. California | Effects of random sidetone on stuttering |
| 318 | Allan E. Edwards | Aphasia retraining with automated teaching machines |
| 319 | C.G.M. Fant<br>Speech transmission Laboratory<br>Royal Inst. of Tech., Stockholm | Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest) |
| 320 | Orvis C. Irwin<br>Wichita State Univ., Kansas | Comparative speech behavior of brain-damaged children |
| 322 | Eric H. Lenneberg<br>Children's Hospital Medical Center, Boston | Longitudinal study of speech and sound development in children |
| 323 | E. Joseph Charny<br>Western Psychiatric Institute<br>Pittsburgh, Pa. | Postural configurations in a psychotherapy film |
| 324 | Harry Hollien<br>Communication Sciences Lab.<br>Univ. of Florida, Gainesville | Laryngeal research utilizing stroboscopic laminagrams (STROL) |
| 326 | Russell Meyers<br>Highlands Clinic<br>Williamson, W. Va. | Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals |
| 327 | Charles G. Hurst<br>Dept. of Speech<br>Howard Univ., Washington, D.C. | Identification of psychological correlates of dialectolalia |
| 328 | Tatsuya Kanai<br>Dalhousie Univ., Halifax, N.S., Canada | 1. Central control of vocalization mechanism<br>2. Brain stem respiratory mechanism for vocalization |
| 329 | André Malécot<br>Dept. of Romance Languages<br>Univ. of Pennsylvania, Philadelphia | The measurement of selected articulatory events of speech and their acoustic correlatives |
| 330 | Peter N. Ladefoged<br>Dept. of English<br>UCLA | Physiological parameters for synthesizing speech |
| 331 | Hans von Leden<br>UCLA School of Medicine | Comprehensive analysis of laryngeal function |
| 334 | Robert E. McGlone<br>Speech and Hearing Clinic<br>State Univ. of N.Y., Buffalo | A study of centrally elicited vocalization as a physiological model of phonation |
| 340 | Davis H. Howes & Norman Geschwind<br>Boston Univ., School of Medicine | Statistical properties of aphasic language |

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| 344 | C.L. Hutton & R.A. Campbell<br>V. A. R. O., Atlanta, Georgia | Effects of frequency distortion on word discrimination |
| 346 | Albert W. Knox<br>V. A. Hospital<br>Kansas City, Mo. | Physical characteristics of normal, esophagal and prosthesis speech |
| 347 | Arnold J. Friedhoff<br>N.Y. Univ. School of Medicine | Sound oscillographic patterns in psychopathology |
| 353 | Frieda Goldman-Eisler<br>Dept. of Phonetics<br>University College, London | The effect of drugs on speech production |
| 355 | Harold Goodglass<br>V. A. Hospital<br>Boston, Mass. | New measures of aphasic symptom variables |
| 357 | Gordon E. Peterson & June E. Shoup<br>Communication Sciences Lab.<br>Univ. of Michigan, Ann Arbor | Research on speech communication and automatic speech recognition |
| 361 | Harris Winitz<br>Cleveland Hearing & Speech Ctr.<br>Western Reserve Univ., Cleveland | Speech sound acquisition and programming |
| 363 | Joseph L. Westover<br>Center for the Health Sciences<br>UCLA | Radiological research on dental and speech defective patients |
| 369 | Gerald Siegel & Richard Martin<br>Speech and Hearing Clinic<br>Univ. of Minn., Minneapolis | Experimental modification of speech fluency |
| 371 | Kenneth N. Stevens, et al.<br>Research Lab. of Electronics, MIT | Speech communication: physiological and acoustical studies of speech |
| 372 | J. Daniel Subtelny<br>Univ. of Rochester, N. Y. | Normal and cleft palate speech - pharyngeal flap procedure |
| 377 | Eugene A. Nida, et al.<br>American Bible Society, N.Y. | Relationships between glossolalia and mental health |
| 378 | Ralph L. Shelton, Jr., et al.<br>Univ. of Kansas Medical Ctr.<br>Kansas City | 1. Predicting articulation from cinefluorographic measurement<br>2. Study on the comparison and calibration of oral and visual stereognosis in normal children |
| 382 | Ronald W. Wendahl<br>Communication Sciences Lab.<br>Univ. of Minn., Minneapolis | Laryngeal analog synthesis of voice disorders |
| 383 | Charles A. Ferguson and<br>Alfred Pietrzyk<br>Center for Applied Linguistics<br>Washington, D.C. | Strengthening and improvement of the Linguistic Bibliography |

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| 391 | Rudolph W. Schulz<br>Dept. of Psychology<br>State Univ. of Iowa, Iowa City | Learning of aurally received verbal material |
| 392 | Rudolph W. Schu'z | Mediation in verbal processes |
| 395 | Peter Strevens<br>Language Centre, Univ. of Essex<br>Colchester, England | Contemporary Russian language analysis project |
| 398 | Wick R. Miller<br>Dept. of Anthropology<br>Univ. of Utah | Social factors in the development of Shoshoni-Panamint (Central Numic) dialects |
| 399 | Ernest Kramer<br>Dept. of Psychology<br>McGill Univ., Montreal | Voice characteristics and personality |
| 400 | William S-Y Wang and<br>Charles Fillmore<br>Ohio State Univ., Columbus | Project on linguistic analysis (POLA) |
| 401 | Cyril M. Harris, et al.<br>Dept. of Electrical Engineering<br>Columbia Univ., New York | Spectrum Analysis of Speech |
| 402 | Richard K. Overton<br>Autonetics Res. Ctr.,<br>Anaheim, Calif. | Automatic Generation of Russian Abstracts |
| 403 | A.E. Meeussen<br>Musée Royal de l'Afrique Centrale<br>Tervuren, Belgium | "Lolemi" - A program of analysis of Bantu grammars |
| 405 | Yehoshua Bar-Hillel & Asa Kasher<br>Applied Logic Branch<br>Hebrew Univ., Jerusalem | Data retrieval by computer: a critical survey |
| 406 | Harry H. Josselson<br>Dept. of Slavic and Eastern Langs.<br>Wayne State Univ., Detroit, Mich. | Machine translation from Russian to English |
| 407 | Harry H. Josselson | Comprehensive electronic data processing of two Russian lexicons |
| 408 | Anthony G. Oettinger<br>Computational Lab.<br>Harvard Univ., Cambridge, Mass. | Computational Linguistics |
| 409 | Hans Karlgren, et al.<br>Research Group for Quantitative Linguistics, (KVAL), Stockholm | Research in quantitative linguistics |
| 410 | Roy Wisbey<br>Cambridge Univ., England | Linguistic Computing Centre |
| 411 | K.H.V. Booth<br>Dept. of Mathematics<br>Univ. of Saskatchewan<br>Saskatoon, Canada | English-French machine translation with a post-editor |

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| 412 | M.A.K. Halliday<br>Univ. College of London | 1. Nuffield programme in linguistics and English teaching<br>2. Programme in the linguistic properties of scientific English |
| 413 | Randolph Quirk<br>Univ. College of London | Survey of English usage |
| 414 | L.D. Harmon, et al.<br>Bell Telephone Labs.<br>Murray Hill, N.J. | Script recognition |
| 415 | Lydia Hirschberg, et al.<br>Centre de Linguistique Automatique Appliquée, Free Univ. of Brussels, Belgium | Studies in automatic language analysis |

Nos. 416 - 428; work in progress at Rand Corporation, Santa Monica, California

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| 416 | Martin Kay | Design and construction of a catalogue and text management system |
| 417 | Martin Kay | Development of methods for automatic parsing |
| 418 | David G. Hays | Syntactic annotation of a large corpus of scientific Russian text |
| 419 | David G. Hays | Russian glossary building |
| 420 | David G. Hays | Collection and standardization of text on computer tape |
| 421 | Kenneth E. Harper | Distributional analysis of Russian syntactic and semantic properties |
| 422 | Martin Kay | Preparation of a Russian scientific concordance |
| 423A | Adam Makkai | Investigation of idiomatic vs. non-idiomatic English phrasal verb compounds |
| 423B | Meyer Wolf | Development of methods for automating dialectological research |
| 424 | David G. Hays | Psychological correlates of syntactic constructs |
| 425 | Henrik Birnbaum | An inquiry into nonverbal and nonfinite forms of predication |
| 426 | Dean S. Worth | Analysis of Russian derivational morphology |
| 427 | Jane Robinson | A program, dictionary and grammar for experimental parsing of English, to be related ultimately to problems of information retrieval |
| 428 | David G. Hays | Bibliography of computational linguistics |

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| 429 | Jonathan Weiss<br>Children's Asthma Research Inst.<br>& Hospital, Denver, Colo. | Phonetic symbolism |
| 430 | Roy Lachman<br>Dept. of Psychology<br>State Univ. of N.Y., Buffalo | Strategies in the recognition and recall of verbal material varying in semantical and syntactical structure. (Approximations to English and short term memory) |
| 431 | James Deese<br>Dept. of Psychology<br>Johns Hopkins Univ., Baltimore | Studies in the structure of associations |
| 432 | Eugene H. Rocklyn<br>HumRRO, George Washington Univ.,<br>Washington, D.C. | AUTOSPAN: development and evaluation of a self-instructional method for learning a foreign language |
| 434 | W.P. Lehmann, et al.<br>Linguistics Research Center<br>Univ. of Texas, Austin | Linguistic research system; Automatic classification system; Information maintenance system |
| 437 | Alfred I. Fiks<br>HumRRO, George Washington Univ.,<br>Washington, D.C. | REFILL: field and laboratory investigation of selected factors in foreign language learning |
| 438 | Samuel Fillenbaum<br>Dept. of Psychology<br>Univ. of N. Carolina, Chapel Hill | Semantic Satiation<br>Delayed Auditory Feedback |
| 439 | William B. Kehl, et al.<br>Computation & Data Processing<br>Center, Univ. of Pittsburgh | UPGRADE: the investigation of a feasible system of preparing published natural language text for computer applications |
| 440 | William B. Kehl, et al. | Reading Research Bibliography |
| 441 | William B. Kehl, et al. | PENELOPE, the Pitt. Natural Language Processor |
| 442 | Kazuo Nakata<br>Radio Research Labs.<br>Tokyo | 1. Automatic recognition of speech by machine<br>2. Synthesis of speech by rule and analysis of speech for recognition |
| 443 | Rene Moreau<br>IBM-France, Paris | Four computer programs for determining the vocabulary and entropy of a finite set of elements |
| 444 | Peter H. Knapp<br>Boston Univ. School of Medicine | Emotional and adrenal responses in bronchial asthma |
| 445 | Gerald Dykstra, et al.<br>Teachers College, Columbia Univ. | Teaching English as a second language: Materials Development Center |
| 446 | Andrew MacLeish<br>Northern Illinois Univ., De Kalb | Contrastive phonology of English and Malay |
| 447 | Andrew MacLeish | Preparation of teachers and materials for teaching structural and transformational grammar to 11th- and 12th- graders |

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| 448 | Peter F. Ostwald<br>San Francisco Med. Ctr.,<br>Univ. of California | Acoustic analysis of the speech of disturbed persons |
| 449 | Jon Eisenson<br>Stanford Univ. School of Med. | Differential identification of non-verbal children from 3 to 8 years |
| 451 | Roy C. O'Donnell<br>Univ. of N. Carolina, Greensboro | An attempt to develop an objective measure of structural complexity of the language of children |
| 453 | Pierre Delattre<br>Univ. of Calif., Santa Barbara | The general phonetic characteristics of languages |
| 455 | Paul A. Olson, et al.<br>Nebraska Curriculum Dev. Ctr.<br>Univ. of Nebraska, Lincoln | The Nebraska Curriculum Development Center |
| 456 | Thomas D. Horn<br>Dept. of Curriculum & Instruction<br>Univ. of Texas, Austin | An experimental approach to the teaching of oral language and reading: a longitudinal study |
| 457 | Rita B. Eisenberg<br>Bioacoustic Lab.<br>St. Joseph Hospital<br>Lancaster, Pa. | Auditory behavior during the prelinguistic period |
| 458 | Klaus F. Riegel<br>Dept. of Psychology<br>Univ. of Michigan | Analysis of meaning with restricted association tests |
| 463 | James H. Dewson<br>Speech Path. & Audiology<br>Stanford Univ. Medical School | 1. Corticofugal influence on neuroelectric activity in the central auditory system<br>2. Central mechanisms in audition |
| 465 | Neville Moray<br>Dept. of Psychology<br>Univ. of Sheffield, England | Speech and language output by the brain, and computer simulation |
| 466 | Alan C. Nichols<br>Dept. of Speech Arts<br>San Diego State Coll., Calif. | Development of a Dictation Procedure for linguistic screening |
| 468 | Harvey B. Sarles<br>Western Psychiatric Institute<br>Pittsburgh, Pa. | The study of intelligibility |
| 469 | Harvey B. Sarles | Language and body motion |
| 471 | Maya Rivière<br>Rehabilitation Codes, Inc., N.Y. | Communicative disorders research: nomenclature and impairment code |
| 472 | Ronald L. Webster<br>Dept. of Psychology<br>Hollins College, Va. | Relationships between linguistic stimuli and the vocal behavior of infants |
| 473 | Catherine Garvey, et al.<br>Center for Applied Linguistics<br>Washington, D.C. | Development of a plan for a self-instructional French prototype course |

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| 474 | H.A. Gleason<br>Dept. of Linguistics<br>Hartford Seminary Foundation, Conn. | 1. A technical dictionary of the terminology of linguistics<br>2. A manual on the making of technical dictionaries |
| 475 | Ferenc Kiefer, et al.<br>Computing Ctr. of the Hungarian Academy of Sciences, Budapest | Computational Linguistics and Linguistic Theory |
| 476 | Dean H. Obrecht<br>Dept. of Linguistics<br>Univ. of Rochester, N.Y. | Experiments in the perception of consonants |
| 478 | Alfred S. Hayes & William Nemser<br>Center for Applied Linguistics<br>Washington, D.C. | District of Columbia Urban Language Survey |
| 479 | Alan Lomax<br>Cantometrics Research Project, N.Y. | Phonotactics and cantometrics |
| 480 | Edward T. Hall<br>Illinois Inst. of Technology<br>Chicago | Ethnic use of micro-space in interpersonal encounters |
| 481 | A.L. Davis<br>Illinois Inst. of Technology<br>Raven I. McDavid, Jr.<br>Univ. of Chicago | Communication barriers to the culturally deprived (The Chicago Speech Survey) |
| 482 | Thomas A. Sebeok & Billie Greene<br>Indiana Univ. | A multilingual Thesaurus of the languages of the world |

Nos. 483 - 501: work in progress at Center for Research in Language and Language Behavior at the University of Michigan

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|---|---|---|
| 483 | J.C. Catford | Contrastive analysis of the prosody of American English and Jordanian Arabic |
| 484 | Strange Ross | Continuing study of speaker and listener vowel spaces in the imitation and identification of spoken vowels |
| 485 | Harlan L. Lane & J.C. Catford | Study of extension of SAID (Speech autoinstructional device) to segmental features |
| 486 | John F. Hemdal | Mechanical speech recognition |
| 487 | George D. Allen | Data analysis of research on rhythm of spoken English |
| 488 | Lawrence Caroline | Study of the standard dialect of negro college students |
| 489 | Loren S. Barritt, et al. | Longitudinal comparison of the psycholinguistic functioning of "educationally deprived" and "educationally advantaged" children |

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| 490 | Loren S. Barritt, et al. | Data analysis of research on latency and accuracy of response as a function of stimulus sentence form class in retarded and normal subjects |
| 491 | Loren S. Barritt, et al. | Evaluation of data concerning conditions under which passive and declarative sentences are produced |
| 492 | George L. Geis, et al. | Relationship of response-type to answer-observing in a program |
| 493 | George L. Geis, et al. | Visible speech: a study of examples in programming |
| 494 | Donald E.P. Smith | Validation of program for training teachers in classroom control |
| 495 | Ronald S. Tikofsky | Syntactic generalization and perception of grammaticalness by aphasic adults |
| 496 | Dale M. Brethower | Data evaluation of certain effects of teacher-behavior on discrimination learning |
| 497 | Stephen F. Knapp | Chaining of vocal operants |
| 498 | David McNeill | The acquisition of Japanese by children |
| 499 | Frank Koen | 1. Individual organization in recall<br>2. Reintegration on the basis of individual organization<br>3. Arousal and recall of continuous messages<br>4. Amount of information in transformations |
| 500 | Kenneth L. Pike, et al. | Tagmemic and matrix linguistics applied to selected African languages |
| 501 | Alton L. Becker, et al. | Project in rhetoric: identification, description and testing of the psychological reality of patterns beyond the sentence |

Nos. 503 - 511: work in progress at Center for Human Growth and Development, Univ. of Michigan

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|---|---|---|
| 503 | William P. Livant & Wilbur A. Hass | Development of language functions: the transactional study of grammatical development |
| 504 | Klaus F. Riegel & Edwin J. Martin | Development of language functions: developmental studies in semantics |
| 505 | Donald J. Sharf & T.D. Prins | Development of language functions: development of speech sound specificity in children |

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| 506 | Ronald S. Tikofsky & Irwin Pollack | Development of language functions: development of auditory discrimination in children |
| 507 | Edwin J. Martin | Development of language functions: developmental studies in recognition and recall |
| 508 | David Birch | Development of language functions: motivation and control |
| 509 | John W. Gyr & Leonard Uhr | Development of language functions: dynamic models of cognitive processes: 1. Sensori-Motor functions and their effects on the cognitive development of the infant. 2. Dynamic models of perception and language learning |
| 510 | Donald R. Brown | Development of language functions: development of cognitive systems |
| 511 | David McNeill | Development of language functions: longitudinal study of very early language acquisition and experimental comparisons of speech comprehension and production |
| 513 | Harry Osser<br>Johns Hopkins Hospital, Baltimore | Speech development in children with emphasis on the development of syntax in urban children who speak a non-standard dialect |
| 514 | Martin Deutsch, et al.<br>Institute for Developmental Studies<br>New York Medical College | Studies with exceptional children |
| 515 | Martin Deutsch, et al. | The enrichment program for disadvantaged children |
| 516 | Dennis Clark, et al.<br>Berean Institute, Temple Univ.<br>Philadelphia, Pa. | Dialect Remediation Project |
| 518 | William A. Stewart & Cheikh Babou<br>Center for Applied Linguistics<br>Washington, D.C. | An introductory course in Wolof, a language of Senegal |
| 519 | John T. Dailey<br>Dept. of Education<br>George Washington Univ.<br>Washington, D.C. | Research on language facility and dialect transformation in children |
| 520 | Harry Levin, et al.<br>Cornell Univ., New York | Project Literacy: the analysis of reading skills |
| 521 | Lester O. Troyer, et al.<br>Summer Inst. of Linguistics<br>Philippines | Linguistic, literacy and translation work in the Philippines |

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| 522 | Richard A. Chase, et al.<br>Johns Jopkins Univ. Hospital<br>Baltimore, Maryland | Acquisition of speech in the human |
| 523 | Herold S. Lillywhite<br>Univ. of Oregon Medical School<br>Portland, Oregon | Development of "normal" human communication skills |
| 524 | John Heideman<br>George Washington Univ.<br>Washington, D.C. | Contextual constraints in schizophrenic language |
| 527 | John R. Krueger<br>Uralic-Altaic Studies<br>Indiana Univ., Bloomington | Application of Computer Processing to Altaic Studies |
| 528 | Dale P. Crowley, et al.<br>Univ. of Hawaii<br>Hilo, Hawaii | Hilo Language Development Project |
| 529 | Howard P. McKaughan, et al.<br>Dept. of Linguistics<br>Univ. of Hawaii, Honolulu | Descriptive Studies of Hawaiian Pidgin as spoken in Keaukaha, Hilo, Hawaii |
| 530 | Edward M. Anthony<br>Univ. of Pittsburgh, Pa. | Development of Introductory Thai Materials for University Students |
| 531 | Robert E. McGlone, et al.<br>Speech & Hearing Clinic<br>SUNY, Buffalo | Lingual Pressure during Syllable Production |
| 532 | Gerard Salton<br>Dept. of Computer Science<br>Cornell University, N.Y. | Development of fully automatic document retrieval systems and evaluation of automatic retrieval techniques |
| 533 | James M. Pickett<br>Gallaudet College<br>Washington, D.C. | Development of Visual Speech Trainer for the Deaf |
| 534 | Robert Austerlitz<br>Dept. of Linguistics<br>Columbia Univ., New York | Gilyak Ethnolinguistics |
| 535 | J. Joseph Pia<br>Dept. of Anthropology<br>Syracuse Univ., New York | Somali Lesson Development |
| 536 | Douglas Porter<br>Office of Programmed Instruction<br>Harvard University | Development and validation of wide-range, flexible, self-instructional reading programs |
| 537 | Emanuel Berger<br>Dept. of Public Instr.<br>Harrisburg, Pa. | An assessment of three foreign language teaching strategies utilizing three language laboratory systems |
| 538 | Seymour Chatman<br>Dept. of Speech<br>Univ. of Calif., Berkeley | Literary Stylistics |

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|---|---|---|
| 539 | Herbert H. Paper<br>Dept. of Linguistics<br>Univ. of Michigan, Ann Arbor | Studies in Judeo-Persian: aspects of the history of the Persian language |
| 540 | Richard W. Bailey<br>Dept. of English<br>Univ. of Michigan, Ann Arbor | English Stylistics: an annotated bibliography |
| 541 | William J. Gedney<br>Dept. of Linguistics<br>Univ. of Michigan, Ann Arbor | Comparative Tai Linguistics |
| 542 | Robbins Burling<br>Dept. of Anthropology<br>Univ. of Michigan, Ann Arbor | Comparative phonology of the Lolo-Burmese languages |
| 543 | Denis Sinor<br>Uralic & Altaic Studies<br>Indiana Univ., Bloomington | Equine terminology of the Altaic peoples |
| 544 | Ernest N. McCarus, et al.<br>Dept. of Near Eastern Languages<br>Univ. of Michigan, Ann Arbor | Arabic and Kurdish Instructional Materials |
| 545 | Joseph K. Yamagiwa<br>Dept. of Far Eastern Studies<br>Univ. of Michigan, Ann Arbor | Language and personality traits in Japan |
| 546 | Bengt Sigurd & Bernard Spolsky<br>Dept. of Linguistics<br>Indiana Univ., Bloomington | Preliminary studies in the development of threshold techniques for the testing of overall second language proficiency |
| 547 | Bernard Spolsky<br>Dept. of Linguistics<br>Indiana Univ., Bloomington | Development and evaluation of self-instructional materials for intermediate and advanced students of English as a foreign language |
| 548 | Alfred I. Fiks<br>HumRRO, George Washington Univ.<br>Washington, D.C. | Programmed Instruction in a short Vietnamese Language course |
| 549 | M.W. Sugathapala de Silva<br>University of York, England | 1. Vedda Language<br>2. University-level Hindi Course<br>3. Linguistic philosophy in Ancient India |
| 552 | Kenneth Stafford<br>Dept. of Educational Psychology<br>Arizona State Univ., Tempe | Problem-solving as a function of language |
| 553 | William H. Bennett<br>Dept. of Germanic Lgs. & Lits.<br>Univ. of Michigan, Ann Arbor | An introduction to the Gothic Language: Part II, Reference Grammar |
| 554 | Fr. Colman L. O'Huallachain<br>The Language Center<br>Rinn Mhic Gormain<br>Co. na Mi, Ireland | Buntus Gaeilge (l'Irlandais fondamental) |

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| 555 | Maurice Coyaud<br>Section d'Automatique Documentaire<br>Centre Nat. de la Recherche Scientifique<br>Marseille, France | Automatic Analysis of Documents |
| 556 | Robert Lado<br>Inst. of Lgs. & Linguistics<br>Georgetown Univ., Washington, D.C. | Massive vocabulary expansion in a foreign language beyond the basic course: optimal learning factors and conditions |
| 558 | Lili E. Rabel<br>Dept. of English<br>Univ. of Massachusetts, Amherst | English monosyllables |
| 559 | Edward Carterette &<br>Margaret H. Jones<br>Dept. of Psychology<br>UCLA | Contextual constraints in the language of the child |
| 560A | John Macnamara<br>St. Patrick's College<br>Drumcondra, Dublin, Ireland | Linguistic Independence in Bilinguals |
| 560B | John Macnamara | Problem Solving in Two Languages |
| 561 | Eric P. Hamp<br>Dept. of Linguistics<br>Univ. of Chicago | 1. Albanian Dialect Studies<br>2. Scottish Gaelic and Breton dialect studies<br>3. Quileute studies<br>4. Ojibwa of Leelanau Co., Michigan |
| 562 | Thomas W. Gething<br>Dept. of Linguistics<br>Univ. of Michigan, Ann Arbor | A study of some aspects of semantic structure with specific attention to standard Thai |
| 563 | Daniel C. O'Connell<br>Center for Cognitive Studies<br>Harvard Univ. | Relationship of intonation, syntactic structure, and contextual association to immediate recall |
| 564 | Rose Nash<br>Dept. of Linguistics<br>Indiana University | A Multilingual Lexicon of Linguistics: English, French, German, Russian |
| 565 | Sheila M. Pfafflin<br>Bell Telephone Laboratories<br>Murray Hill, N.J. | An Investigation of Structure in Connected Text |
| 567 | James Aten<br>V. A. Hospital, Seattle | A study of visual, auditory, and combined modality stimulation of aphasic vocabulary learning |
| 568 | David A. Reibel<br>Univ. of California<br>San Diego, La Jolla, Calif. | Language learning analysis |
| 569 | John W. Black, et al.<br>Ohio State Univ.<br>Columbus, Ohio | Programmed language instruction for the deaf (Project LIFE) |
| 570 | John W. Black | Language Retraining for Aphasics |

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| 571 | John W. Black | Perception of Altered Acoustic Stimuli by the Deaf |
| 572 | John W. Black | Self-administered Procedure in Speech and Hearing |
| 573 | John W. Black | Voice Communication |
| 574 | Jules Mersel<br>Synthetic Intelligence Informatics, Inc.<br>Sherman Oaks, California | Programming Language for Machine Translation |
| 576 | Susan Ervin-Tripp & Dan Slobin<br>Univ. of Calif., Berkeley | Comparative Study of Language Development and Socialization |
| 577 | Sam L. Sebesta, et al.<br>Nebraska Curriculum Development Center<br>Univ. of Nebraska, Lincoln | A longitudinal study of the syntax and content of children's composition |
| 578 | Kenneth Berger<br>Dept. of Speech<br>Kent State Univ., Kent, Ohio | Research in Tagalog (Philipino) phonology and phonetics |
| 579 | William Labov, et al.<br>Dept. of Linguistics<br>Columbia Univ., New York | A preliminary study of the structure of English used by negro and Puerto Rican speakers in New York City |
| 580 | Sanford B. Brent<br>Dept. of Psychology<br>Wayne State Univ., Detroit, Mich. | Language and cognition related to social class and sub-culture |
| 581 | Roger W. Shuy<br>Dept. of English & Linguistics<br>Michigan State Univ., E. Lansing | The Detroit Dialect Study |